DOCUMENT RESUME

ED 364 040 EC 302 610

AUTHOR Montie, Jo; And Others
TITLE Inclusion Practice Priorities Instrument.
INSTITUTION Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Jan 92
CONTRACT H086D00014
NOTE 25p.; Printed on paper of varied colors.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; *Disabilities; Educational Environment; Educational Improvement; *Educational Practices; Educational Quality; Elementary Secondary Education; *Mainstreaming; Normalization (Handicapped); *Program Evaluation; Self Evaluation (Groups); *Social Integration; Teamwork

ABSTRACT

This instrument was developed to assist individuals or teams to review best practice indicators regarding the development of inclusive school communities and to establish priority targets for improvement. The instrument covers three areas: (1) school community issues, (2) team issues, and (3) classroom issues. For each area, there is a review sheet which gives examples of what "best practice" looks like and what it does not look like. Sample best practices include: the student uses the same restroom as same age peers, with the same level of privacy made available; the core team has implemented a workable method of ongoing communication to keep all team members communicating and aware of updates; and the student is assigned school jobs/responsibilities at the same frequency as classmates. Accompanying each review sheet is a worksheet which is used to structure a discussion of the best practice indicators. For each indicator, individuals are asked to consider whether they agree or disagree with the identification of that item as a best practice, determine the degree to which that practice is currently happening in the school community, and decide the level of priority to be given to improving upon that practice. For best practices identified as top priorities for improvement, action plan sheets are provided. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Inclusion Practice Priorities Instrument

ED 364 040

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PURPOSE AND DIRECTIONS :

The Inclusion Practice Priorities Instrument was developed to assist individuals or teams:

•to review best practice indicators regarding the development of inclusive school communities and to •establish priority targets for improvement.

The instrument covers three areas; 1) school community issues, 2) team issues, and 3) classroom issues. Individuals or teams may identify one area as a priority to begin working on, or could review more than one area simultaneously. For each area, there is a review sheet which gives examples of what "best practice" looks like and what it does not look like. Accompanying each review sheet is a worksheet, which is used to structure a discussion of the best practice indicators. For each indicator, the individual(s) is asked to a) consider whether he/she agrees or disagrees with the identification of that item as a best practice, b) determine the degree to which that practice is currently happening in the school community, and c) decide the level of priority to be given to improving upon that practice. If there is disagreement about whether or not an item is truly "best practice," reviewers should discuss the reasons or circumstances that lead to this disagreement. For best practices that are identified as top priorities for improvement, action plan sheets are provided for use in developing plans to address those areas.

EC 302610

Product of: Achieving Membership Membership Program
Institute on Community Integration, University of Minnesota
111 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-1349

Prepared by: Jo Montie, Terri Vandercook, Jennifer York, David Flower, Susan Johnson, and Cathy Macdonald.

This instrument was developed, in part, under Grant #H086D00014 from the U.S. Department of Education. However, its content does not necessarily represent the policy of that agency and no official endorsement by the Federal Government should be inferred.

INCLUSION PRACTICE PRIORITIES: SCHOOL COMMUNITY ISSUES
Review Sheet

Best Practice	What It Does Not Look Like
1. The student attends the same school she/he would attend if she/he did not have a disability label. The student rides the same school bus that neighborhood students ride. This year the student is assigned to a grade level with peers of the same chronological age, plus or minus 1-2 years. *For example: if a student is 9 years old she /he would be in 2nd or 3rd grade, but not 1st.*	The student attends a school other than the one attended by siblings or neighbors. The student does not ride the bus that siblings or neighbors ride. The student is more than two years older than classmates.
2. The next school year the student will move to the next grade level with his/her classmates	The student repeats a grade or is assigned to a cross-age special education class.
3. When adults communicate about the student, he/she is referred to by grade level, subject area, or name without mention of a disability label. *For example "John is a second grader" or "a 7th grader in your English class".* When a disability label is necessary, 'people first' language is used by adults. *For example: "student with severe disabilities"*	Adults refer to the student by disability label. "John is a TMH student." "Susan is an LD student." People first language is not used; student is referred to as "severely handicapped student."
4. The student arrives/leaves school at same time as classmates.	Student's day is shorter than his/her peers, or the student must stay longer than other children in order to receive "special" therapy or programming.
5. The student uses the same entrance as classmates. The student has space for personal belongings in the same areas and manner as classmates. *For example: locker in the 7th grade hall; coat hook with 2nd grade classmates; physical education basket.*	Student uses accessible entrance not used by other children. The student keeps personal belongings like coats, boots, backpacks in a special education room or area separate from classmates.
6. The student uses the same/similar school supplies. *For example: "New Kids on the Block" notebook, book bag, highlighters.* The student wears similar clothing/accessories as peers of same age. *For example: hair jewelry, friendship bracelets, cool T-shirts.*	Student uses/wears age-inappropriate materials/clothing/accessories so that he/she stands out from classmates (i.e., Ninja Turtle pencils and folders for a teenager, a bib instead of kerchiefs).
7. The student uses the same restroom as same age peers with the same level of privacy made available. If the student does not use the toilet, a private changing area is used.	The student uses a commode in the common area of the restroom outside the toilet stalls. Student is changed in the special education classroom or in the common area of the restroom. Student is changed with extra adults present who discuss issues that should be discussed at a different time.

INCLUSION PRACTICE PRIORITIES: SCHOOL COMMUNITY ISSUES
Review Sheet

Best Practice	What It Does Not Look Like
8. The student has artwork, special honors, etc. displayed with and in the same manner as classmates. The student has photographs interspersed in school year book, newsletter, or class photos with classmates.	Student's name and/or picture does not appear in any school publication, recognition program or display. If the students's name and/or picture does appear, it is always identified with special education (e.g. Special Olympics, Special Friends).
9. Participates (goes with, sits with) in special school events with classmates. *For example: field trips, school assemblies, photo day, pep rallies.* The student participates in 'regular' extra-curricular activities within school and community. *For example: pep club, stamp club, swimming, concerts, Boy Scouts, Campfire Girls.*	Student does not have the opportunity to participate in extra-curricular and co-curricular activities outside the classroom. When opportunities for participation in extra-curricular activities arise, the student typically sits with a group of other students with disability labels and not with a heterogenous group of students.
10. The student is included in student counts according to general education homeroom membership. *For example: milk counts, roll call, class roster, class notes, class bulletin boards, called up for bus line.*	The student is a visitor in the general education classroom. His/her name is only included on the special education room roster and counts generated from this room.
11. Each semester the student has a choice of electives in his/her schedule *if this is an option for other students.*	The student is assigned to classes by teachers or parents with no consultation as to choice of electives, or it is assumed that because one student with a disability likes an elective, then every student with a disability will also like that elective.
12. The number of students with disabilities in the school and any classroom does not exceed the natural proportions of the general population. The distribution of individuals in the school reflects the diversity and proportion of individuals in the larger community.	Students with disabilities are clustered in one or two schools in the district or one or two classrooms in the school disrupting natural proportions. Placement decisions are made to homogenously group students based on categorical labels.

INCLUSION PRACTICE PRIORITIES: SCHOOL COMMUNITY ISSUES
Worksheet

Best Practice	Best Practice: Agree or Disagree?		Happening Now?			Priority		
1. Student attends and travels to home school with same age peers.	Agree	Disagree	most	some	rarely	1	2	3
2. Students progresses through grade levels with peers.	Agree	Disagree	most	some	rarely	1	2	3
3. Disability labels are used only when necesssary, and "people first" language is used.	Agree	Disagree	most	some	rarely	1	2	3
4. Student arrives and leaves school at the same time as classmates.	Agree	Disagree	most	some	rarely	1	2	3
5. Student uses same entrance and personal storage space as classmates.	Agree	Disagree	most	some	rarely	1	2	3
6. Student's supplies, clothing, and personal accessories are typical and age-appropriate.	Agree	Disagree	most	some	rarely	1	2	3
7. Student uses same restroom and has same privacy as classmates.	Agree	Disagree	most	some	rarely	1	2	3
8. Student's art, honors, photo, etc., are displayed the same way as classmates.	Agree	Disagree	most	some	rarely	1	2	3
9. Student participates in typical school and extra-curricular activities.	Agree	Disagree	most	some	rarely	1	2	3
10. Student is included in typical homeroom student counts.	Agree	Disagree	most	some	rarely	1	2	3
11. Students has same opportunity/choice of electives as classmates.	Agree	Disagree	most	some	rarely	1	2	3
12. Natural proportions are maintained, and student diversity reflects the community.	Agree	Disagree	most	some	rarely	1	2	3

***Develop an action plan for your top priorities.**

Reviewers: _____

School: _____

Date Completed: _____

INCLUSION PRACTICE PRIORITIES: TEAM ISSUES
Review Sheet

Best Practice	What It Does Not Look Like
1. The 'core team' includes the parent(s), general education/classroom teacher, special education support staff, and the student. Participation at individual education plan (I.E.P.) meetings include the core team, the building principal, as well as other team members.	The core team includes the special education teacher, an administrative designee, and the parent when present. IEP planning meetings can be held with only these members in attendance.
2. All team members (e.g., parents(s), paraprofessionals, teachers, support staff) are recognized by the team as significant and are welcomed and valued for their participation (verbally and non-verbally). The team includes friends/acquaintances of the student whose expertise is "tapped" informally on an ongoing basis and who participate in planning meetings at least annually and in more formal team problem solving.	Input from the student, peers, paraprofessionals, and non-special education personnel is not valued to the same degree as input from special education staff and therapists. This devaluation is both verbal and nonverbal and may take place by: not inviting these persons to team meetings, not encouraging them to talk at team meetings, or not giving equal consideration to suggestions made by these persons.
3. Related services staff (e.g., occupational therapy, speech/language clinician, special education staff) attend team meetings on as needed basis, to provide training, model instructional procedures, and participate in problem solving.	Related service staff attend team meetings to report assessment findings and make recommendations for services.
4. Related services staff and special education teachers develop and provide on-site (in classroom, in the community) training/modeling for implementation of instructional procedures.	The classroom teacher and program support assistant are given hand-outs or a book to read on what to do. Program development, implementation and evaluation is left up to a program support assistant.
5. General education specialists (e.g., physical education, music, art teachers) attend team meetings on an as needed basis to provide training, participate in problem solving, share information, etc.	General education specialists are not invited to or do not attend team meetings. There is no system for passing information on to these people or to get their feedback on the student's progress.
6. The team has discussed classroom parameters communicated by the classroom teacher (*e.g., basic classroom rules, best times to to approach the teacher for consultation, how students are typically praised and disciplined)* and team members adhere to those parameters when visiting the classroom.	Consultants assume that teachers have time for consultation whenever the consultant is in the building. Little effort is made to find out about classroom routines, rules, and policies, with an assumption that "all classrooms work pretty much the same."
7. The team has identified strategies and assigned specific people the responsibility of systematically evaluating student progress on identified goals and objectives.	Systematic evaluation does not occur or individual team members work in isolation without systematically evaluating progress.

INCLUSION PRACTICE PRIORITIES: TEAM ISSUES
Review Sheet

Best Practice	What It Does Not Look Like
8. Team members are encouraged to seek out support from one another on an on-going basis.	Team members tend to work in isolation and interact infrequently.
9 The team has implemented a workable method of ongoing communication to keep all team members communicating and aware of updates. *For example: weekly information sheets, assigning a team coordinator, etc.*	Communication between team members is haphazard and may only occur if there is a crisis or need for updated assessment information.
10. Meetings occur on a regular basis, scheduled according to frequency that all team members feel provides the necessary level of support.	Meetings occur at the time of an IEP periodic review or in reaction to a crisis situation.
11. Meetings occur for a satisfactory length of time and don't drag on. The length of the meetings are determined by the team, and begin and end on time.	The meeting time is open-ended; team members do not discuss the length of the meeting which may last from 15 minutes to several hours.
12 Team planning and IEP meetings are conducted at times when team members can participate. *For example: parent(s), classroom teacher, support staff.*	Team meetings are scheduled at the convenience of the special education teacher. Parents are notified of the team meeting, but if they are unable to attend the meeting takes place without them.
13. Agendas are passed out ahead of meeting times, or determined at the start of each meeting.	One team member announces the agenda at the beginning of the meeting and does not solicit input for the agenda from other team members, or there is no agenda.
14. A record-keeping system for meetings is in place that everyone can read and easily access. The team agrees upon a method to ensure follow-up after team meetings.	Each team member takes notes during the meetings. Each member is responsible for noting follow-up tasks they are to do.
15. Meetings have at a minimum a 'facilitator' and 'recorder'. The team has decided what other roles may be necessary to formally assign and such responsibilities rotate.	One team member always "chairs" the meeting and controls the pace and topic.

INCLUSION PRACTICE PRIORITIES: TEAM ISSUES
Worksheet

Best Practice	Best Practice: Agree or Disagree?		Happening Now?			Priority		
1. The core team includes family, school, and student and all members participate.	Agree	Disagree	most	some	rarely	1	2	3
2. All team members are welcome and valued.	Agree	Disagree	most	some	rarely	1	2	3
3. Related services staff provide support/collaboration at meetings as needed.	Agree	Disagree	most	some	rarely	1	2	3
4. Related services/special education staff provide on-site training of instructional procedures.	Agree	Disagree	most	some	rarely	1	2	3
5. General education specialists participate as needed in the planning process.	Agree	Disagree	most	some	rarely	1	2	3
6. Team members understand and adhere to classroom parameters.	Agree	Disagree	most	some	rarely	1	2	3
7. Evaluation responsibilities are specifically identified and assigned.	Agree	Disagree	most	some	rarely	1	2	3
8. Team members provide on-going mutual support.	Agree	Disagree	most	some	rarely	1	2	3
9. The team communicates regularly and efficiently.	Agree	Disagree	most	some	rarely	1	2	3
10. Meetings occur on a regular and reasonable basis.	Agree	Disagree	most	some	rarely	1	2	3
11. Meetings are punctual and efficient.	Agree	Disagree	most	some	rarely	1	2	3
12. Meetings are conducted at times team members can participate.	Agree	Disagree	most	some	rarely	1	2	3
13. Meetings have set, mutually agreed-upon agendas.	Agree	Disagree	most	some	rarely	1	2	3
14. There are regular, clear procedures for record-keeping and follow-up	Agree	Disagree	most	some	rarely	1	2	3
15. Necessary team roles are assigned and rotate.	Agree	Disagree	most	some	rarely	1	2	3

***Develop an action plan for your top priorities.**

Reviewers: _____

School: _____

Date Completed: _____

Achieving Membership Program, 1/92

INCLUSION PRACTICE PRIORITIES: CLASSROOM ISSUES
Review Sheet

Best Practice	What It Does Not Look Like
1. The student is assigned school jobs/responsibilities at the same frequency (at a minimum) as classmates. *For example: pass out papers, office runner, say announcements, line leader, school voting, set up chairs.*	The student's name is not included on the classroom assignment board. He/she is not assigned classroom jobs or responsibilities.
2. The student is provided with the same type of feedback (age-appropriate praise and discipline) as his/her classmates.	Consequences are non-existent or inappropriate for the student's age, i.e. the teacher makes no comment when student stands on his chair for several minutes before class starts. Staff do not consider behavioral consequences that apply to typical students as applicable to students with labels.
3. The student has specific goals/learner outcomes for each classroom/ class period during the day. The student's learning is facilitated through development and implementation of systematic instructional procedures (as well as general guidelines).	The student is expected to complete the same work as other students in the room or not be disruptive while other students work. The student works on individualized goals in the special education classroom and visits the general education classroom. All adults and children who interact with the student use different cues, prompts and strategies. There are no written plans in place.
4. The student communicates (e.g. verbally, gesturally, with symbols, etc.) with classmates. Classmates demonstrate knowledge of how to communicate with the student.	The student has no system of communication which can be learned and understood by peers. Classmates are hesitant to interact with the student and do so only with direct intervention by the staff.
5. The student is seated or positioned in close proximity to classmates (without being physically isolated or further back), for optimal participation in lessons and communication with peers.	The student is isolated from peers when sitting on the floor or at a desk. Isolation may occur because chair is set too far from peers or additional space is needed to manuever wheelchair behind desk.
6. If an extra adult is present to assist in class, the adult facilitates interaction between classmates.	The adult inhibits interaction with peers by maintaining proximity with the child or not supporting attempts by peers to interact, i.e. interpreting the child's facial expression or vocalization or suggesting a favorite activity for the children to do together.
7. Instructional strategies that facilitate interaction between students are utilized in the classroom *(e.g., partners, cooperative learning, group problem solving, group projects, activity based learning).*	Teacher lecture and independent seatwork are the basic strategies used in the classroom. Students do not consult one another on difficult problems. Silence is expected and rewarded. Learning takes place by listening to the teacher, watching the teacher demonstrate the lesson, and then completing a worksheet.

INCLUSION PRACTICE PRIORITIES: CLASSROOM ISSUES
Review Sheet

Best Practice	What It Does Not Look Like
8. Support/related services (e.g., occupational therapy, speech/ language, vision) are provided in the general education classroom, community, or other typical environments, instead of in segregated areas or groups. Support service/related service staff design strategies to increase the student's participation in classroom activities. *(e.g., improved positioning, hand use and communication skills).*	Related service therapies are provided in the therapy room usually on a one-on-one basis. Generalization of skills worked on in the therapy session to the classroom setting is given little consideration or planning.
9. The student is assigned to/attends a general education homeroom. The student is enrolled in the same classes and participates in a daily class schedule that is typical for classmates that age.	The student's schedule is not typical of peers' schedules. Students' schedule includes large periods of time in a segregated special education room, resource room, or therapy room.
10. The student eats lunch with classmates, including going through the lunch line with peers and sitting together. The student goes out for recess/recreation time with peers.	Student eats lunch in special education room or is at an isolated table in the lunch room. The student does not participate with peers during recess time.
11. The student enters/exits classroom and makes transitions within class at same time as classmates.	The student consistently arrives in the classroom earlier or later than peers and does not make the transition from on room to another with classmates. The student consistently makes transitions in the classroom earlier or later than classmates. He/she may be assisted in moving from reading to library after classmates have lined up to leave the room.

INCLUSION PRACTICE PRIORITIES: CLASSROOM ISSUES
Worksheet

Best Practice	Best Practice: Agree or Disagree?		Happening Now?			Priority		
1. Student has same type and frequency of class/school responsibilities as classmates.	Agree	Disagree	most	some	rarely	1	2	3
2. Student receives same type of feedback as classmates.	Agree	Disagree	most	some	rarely	1	2	3
3. Student has specific and consistent goals and instructional procedures.	Agree	Disagree	most	some	rarely	1	2	3
4. Student and classmates can and do communicate.	Agree	Disagree	most	some	rarely	1	2	3
5. Student sits with classmates.	Agree	Disagree	most	some	rarely	1	2	3
6. Adult aides/assistants facilitate student-peer interaction.	Agree	Disagree	most	some	rarely	1	2	3
7. Instructional methods facilitate student interaction.	Agree	Disagree	most	some	rarely	1	2	3
8. Support services are provided in typical environments and support increased class participation.	Agree	Disagree	most	some	rarely	1	2	3
9. Student attends general education homeroom and has a typical daily schedule.	Agree	Disagree	most	some	rarely	1	2	3
10. Student attends lunch and recess with classmates.	Agree	Disagree	most	some	rarely	1	2	3
11. Student's classroom transitions are the same as classmates.	Agree	Disagree	most	some	rarely	1	2	3

***Develop an action plan for your top priorities.**

Reviewers: _____

School: _____

Date Completed: _____

INCLUSION PRACTICE PRIORITIES
Action Plan

Implementation Date: _____

Review Date: _____

School/District: _____

Page: 1

Contact Person: _____

Team Members: _____

_____

_____

Goal:

Activities//Strategies (What Needs To Be Done)	Person(s) Responsible	When?	Comments	Completion Date

INCLUSION PRACTICE PRIORITIES
Action Plan

Implementation Date: _____

Review Date: _____

Page: ____

Goal:

Activities//Strategies (What Needs To Be Done)	Person(s) Responsible	When?	Comments	Completion Date